

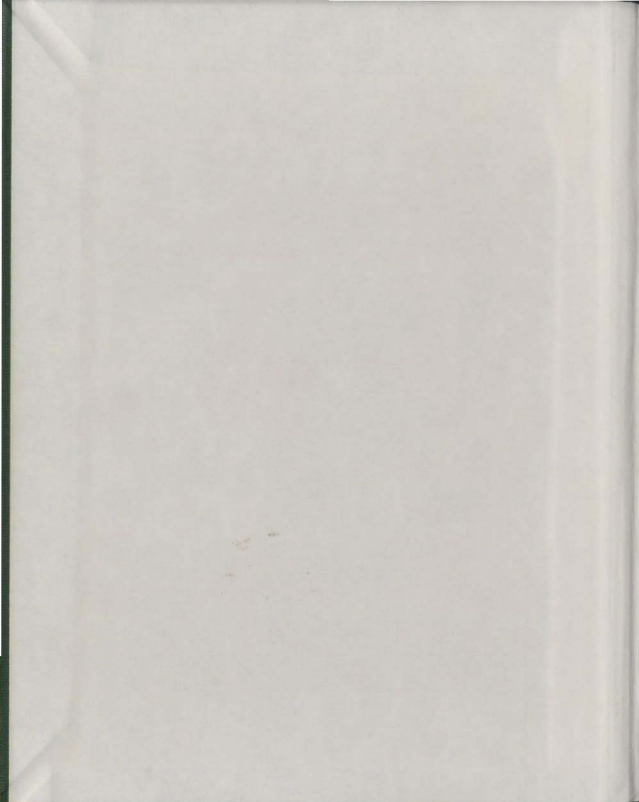
THE RELATIONSHIP OF SELF-CONCEPT AND PURPOSE  
IN LIFE TO INVOLVEMENT IN STUDENT ACTIVITIES

CENTRE FOR NEWFOUNDLAND STUDIES

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THE RELATIONSHIP OF SELF-CONCEPT AND  
PURPOSE IN LIFE TO INVOLVEMENT  
IN STUDENT ACTIVITIES

by



Robert Franklin Stevens, B.A., B.Ed.

A Thesis presented in partial fulfillment  
of the requirements for the degree of  
Master of Education

Department of Educational Psychology  
Memorial University of Newfoundland

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Newfoundland

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## CHAPTER I

### THE PROBLEM

Current educational debate and revision in Newfoundland has tended to focus primarily on the academic program of the school to the virtual neglect of student activities. These activities, also known as extra-curricular or cocurricular activities, have been termed the third curriculum, the first and second curricula being required and elective courses, respectively (Frederick, 1959; Kline & McGrew, 1974).

Gruber and Beatty (1954) distinguished between curricular and cocurricular activities noting that these were "equally important sets of activities" (p. 8). Stroup (1964), in comparing student activities with credit courses, offered similar support: "Both have a generic basis for existence; together they seek the same goals. To use a familiar figure, they are two sides of the same coin" (p. 13).

Although many had agreed that student activities were important, Smith (1964) noted that there was at that time little research available to back up the rationale behind these activities. A body of research has been growing, however. Such factors as academic achievement (Yarworth & Gauthier, 1978), suspension from school (Gates, 1975), and self-concept scores (Phillips, 1967; Weston & Stein, 1977; Yarworth & Gauthier, 1978) have all been

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demonstrated to correlate significantly with involvement in student activities, although there have been conflicting results.

Viktor Frankl's concept of purpose of life, or the degree to which a person sees life as meaningful, had not been directly correlated with student activity involvement but the writings and results of research in this area have indicated strongly that this, too, may be a factor (Crumbaugh, 1973; Doerries, 1970; Fabry, 1968; Frankl, 1958, 1969, 1972, 1975; Yarnell, 1971).

A second problem noted was the over-all paucity of research in the area of purpose of life. Although some existential concepts may defy empirical scrutiny, Frankl (1975) endorsed an instrument, the Purpose in Life Test, designed to measure the degree to which an individual saw his life as being meaningful. Identical scores on this test for two individuals would not indicate that these people saw life as having the same meaning and goals but rather that they both perceived meaning in life with the same intensity.

Some research in the area of purpose in life has looked at drug use (Padelford, 1973; Shean & Fechtmann, 1971), religious order dropouts (Crumbaugh, Raphael & Shrader, 1970), and the discrepancy between actual and ideal self (Cavanaugh, 1966) but no evidence could be found of a study investigating the correlation of purpose in life with self-concept.

### Statement of the Problem

The purpose of this investigation was to determine the relationship of self-concept and purpose in life to involvement in student activities and of self-concept to purpose in life for Newfoundland secondary school students.

The methodology consisted of dividing students into four groups on the basis of their involvement in student activities and comparing group mean scores for measures of self-concept and purpose in life. Also, self-concept and purpose in life scores were analyzed to determine if a correlation existed between the two. More specifically, the study was an attempt to answer two questions:

1. Does the degree of involvement in student activities have any relation with self-concept or purpose in life?
2. Does a correlation exist between self-concept and purpose in life?

### Importance of the Study

An historical view of student activities in North America revealed four stages characteristic of their development: first seen as counterproductive to the educational process, they later became merely tolerated, subsequently they reached a stage in which they were used to attain the social and educational aims in vogue, and finally, in some areas, they began to be exploited for reasons other than the benefit of the students involved.

(Frederick, 1959; McCray, 1967).

An informal survey by the author revealed that in Newfoundland student activities have tended to be seen as having little or no educational worth. Often virtually ignored by educators, they appeared to have progressed no further than a stage of toleration, an era that ended elsewhere in North America twenty-five years ago (Frederick, 1959). Very little commitment to student activities was obvious in secondary schools other than by specialists. Physical education specialists, for example, usually saw that sports activities were offered and music specialists frequently led school choirs or glee clubs. Administrators and teachers generally failed to see enough intrinsic value in "extra" curricular activities to stimulate the commitment necessary on their part.

Many inconsistencies existed. School curriculum, for example, was quite standardized from one school to another yet student activities varied a great deal in both number and type offered. One large, urban, junior high school surveyed offered only athletics, drama club, and music club. Consequently, those not talented or interested in the arts or sports had nothing open to them. In stark contrast, a second school under the same school board and of similar size offered seventeen non-athletic activities in widely varying areas as well as a superior sports program.

Such diversity, typical of Newfoundland secondary schools, reflected the lack of empirical data presently

available in the area of student activities. If the question of the existence or non-existence of these activities in Newfoundland schools was to be faced realistically, such data was essential.

The self-concept has been seen as dynamically operating as a filter through which the world is perceived. Combs and Snygg (1959) wrote: "The self is the individual's basic frame of reference, the central core, around which the remainder of the perceptual field is organized" (p. 146). Purkey (1970) similarly stated that "everything is comprehended from the personal self-referent vantage point" (p. 10). Inherent in such statements, not atypical of the self-concept literature, was the assumption that the way people perceived themselves was related to the way they perceived the world or life in general. A review of the literature did not reveal the existence of any empirical corroboration of this central assumption.

#### Sampling Procedure

The sample used in this study consisted of two rural high schools under the Terra Nova Integrated School Board in central Newfoundland. The schools, situated in communities approximately twenty miles apart, were of similar size.

#### The Population

The grade nine, ten and eleven classes of the two high schools were chosen as the population for the study.



The two communities used in the study had very little industry and consequently unemployment was high. The majority of the students were bussed, many coming from communities as much as twenty miles away. Other than local "hangouts", there was very little offered outside the schools in the way of recreational activities for youth. The dropout rate for both high schools was approximately eleven percent of the student body per year.

#### Data Collection

During the first two weeks of June, 1980, the Activity Index, Purpose in Life Test (PIL), and Piers-Harris Children's Self Concept Scale (CSCS) were administered to the students in the sample in normal class groups. Instructions were read as directed by the test authors with the following modifications recommended by Butt and Smerdon (1979):

- (a) The students were told the reason for testing was for research purposes only;
- (b) They were assured results would remain confidential; and
- (c) The following CSCS items required specific explanations:
  - (i) "I am full of pep" was said to be equivalent to "I am full of energy" and
  - (ii) "I am popular with girls" and "I am popular with boys" each applied to both sexes.

### Analysis of the Data

All three inventories were scored by hand. Data was analyzed by computer using the program "Statistical Package for the Social Sciences". Students were divided into four groups on the basis of scores on the Activity Index and group means were compared for both PIL and CSCS scores. Pearson product-moment correlation coefficients were calculated for the CSCS and PIL correlation.

### Research Questions

The following research questions were formulated:

1. Is there a significant difference in mean CSCS scores for students divided into four activity groups on the basis of their involvement in student activities?
2. Is there a significant difference in mean PIL scores for the four activity groups?
3. Does a significant correlation exist between CSCS and PIL scores?

Stated in the null form, the hypotheses to be investigated were:

1. There will be no significant difference between CSCS means for the four activity groups.
2. There will be no significant difference between PIL means for the four activity groups.
3. There will be no significant correlation between CSCS and PIL scores.

### Definition of Terms

1. Purpose in Life: For this study, purpose in life shall reflect that quantity measured by the Purpose in Life Test (PIL).
2. Self-Concept: For this study, self-concept shall reflect that quantity measured by the Piers-Harris Children's Self Concept Scale (CSCS).
3. Student Activities: For the purpose of this investigation Student Activities shall be defined as organized activities voluntarily engaged in by students but not for school credit. These activities did not have to be offered in school or by school personnel. Therefore, community groups such as Girl Guides and Boy Scouts would be included. Also, baseball leagues and church youth groups would be subsumed under Student Activities..
4. Activity Groups: Subjects were divided into four groups called activity groups on the basis of the following criteria: those spending less than two hours per week in student activities; those spending between 2.00 and 3.99 hours; those involved between 4.00 and 5.99 hours; and those participating 6.00 or more hours per week in student activities.

### Basic Assumptions

1. The Purpose in Life Test was a valid instrument for measuring what Viktor Frankl called purpose in life.
2. The Piers-Harris Children's Self Concept Scale was a valid instrument for measuring self-concept among the sample.
3. The Activity Index was a valid instrument for measuring the degree of involvement in student activities for the sample.

### Limitations of the Study

This study was subject to the following limitations:

1. Random sampling was not carried out. Generalizations from this study are limited to populations that are similar.
2. The instruments used were limited to the reliability and validity reported.

### Organization of the Remainder of the Study

Chapter II of this study contains a review of the related literature and is divided into three main sections, dealing with self-concept and student activity involvement, with purpose in life and student activity involvement, and with self-concept and purpose in life. The population, sample, instruments used, and methodology are covered in the third chapter, while Chapter IV presents the findings

of the study and Chapter V, the summary, interpretations,  
and recommendations for further studies.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The purpose of this study was to investigate the relationship of self-concept and purpose in life to student activity involvement and of self-concept to purpose in life. A review of literature related to the problem is explored in this chapter. The first section concerns literature dealing with both self-concept and activity involvement; the second, with literature on the subject of purpose in life and student activity involvement; and the third section begins with hints of purpose in life in the self-concept literature and ends with allusions to self-concept in purpose in life literature.

#### Self-Concept and Student Activity Involvement

Until recent years research into factors related to student activity involvement focused primarily on personal as opposed to psychological variables (Yarworth & Gauthier, 1978). Smith (1964), for example, examined the relationship to activity involvement of leadership, social maturity, emotional stability, sex, academic aptitude, socioeconomic status, and type of school attended (rural or urban). She found high social maturity, emotional stability, leadership, academic aptitude, and socioeconomic status, as well as rural school attendance all to be related to degree of activity involvement. She did not, however, find sex to be

a significant factor. Having limited her definition of activity participation to school-sponsored activities, Smith noted in conclusion that the many activities offered outside the school could have considerable influence and could therefore be included in subsequent studies of similar nature. She recommended further research into family relationships, conformity, self-concept, and group acceptance as they related to student activity participation.

Thomas (1964) conducted three experiments in an attempt to raise self-concept of ability and hence academic achievement of low achieving ninth grade students. A Self-concept enhancement by an "expert" and direct counselling both proved ineffective, while involving subjects' parents in meetings about school achievement was found to be successful. In the Parents Experiment, a significant increase in both self-concept of ability and academic achievement was found in the experimental group but no such change was found in a placebo or a control group. One conclusion of Thomas was that established significant others would be more successful in enhancing self-concept of ability than "outsiders" such as the expert or counsellor.

One of the earliest studies connecting self-concept and student activities was that conducted by Phillips (1967) in a suburban, American high school. Using the Osgood Semantic Differential to measure self-concept, Phillips found no relationship between activities involvement and

self-concept for the total group or for girls, though he did find a significant relationship for boys.

In his closing paragraph Phillips stated:

This study is submitted only as a small part of an inquiry in an important area of school concern. If the study arouses some interest in the area of self-concept and its relationship to the activity program in the secondary school, it will have served its purpose. (p. 77)

Gates (1975), in researching the relationship between frequency of short term suspension from school and selected variables, found significant relationships to exist between the criterion variable and two selected variables: the Total P Score on the Tennessee Self Concept Scale, which reflects the overall level of self-esteem; and the level of participation in extracurricular activities. He did not, however, report a relationship between self-concept and participation. The subjects in this study were 144 seventh, eighth, and ninth grade students from the central United States.

In an attempt to raise self-concept through activity involvement, Gall (1976) subjected seventh graders to an eight-week intramural sports program, including bowling and track and field. Although no appreciable effect was found on self-concept measures, Gall did conclude that general self-concept, sports self-concept, and motor skill development of seventh grade students were related. He recommended that further research include outside factors such as Little



League Baseball and Y.M.C.A. as well as school-sponsored programs.

Weston and Stein (1977) investigated the relationship of identity achievement to campus participation of college women. Participation was defined as having three dimensions: number of organizations in which the student was involved; degree of activity within those organizations; and leadership functions. No significant relationship was found regarding identity achievement and either number of organizations listed or offices held, but a significant effect was determined for the degree of participation. The researchers suggested that further studies concentrate on high school rather than college students.

Several studies have established a positive relationship between physical activities and self-concept. Collingwood and Willett (1971) found significant increases in self-concept of five obese, male teenagers after a three-week physical training program. Collingwood (1972), pointing out the absence of a control group in his earlier study, confirmed that subjects given a four-week physical training program demonstrated greater significant increases in physical fitness and self-concept than did a matched control group. As a result of this latter study the Arkansas Rehabilitation Research and Training Center adopted Collingwood's training program as a treatment for clients. Although his program concentrated on physical training, Collingwood speculated,

"The improved self-attitudes could represent an attitudinal consolidation of behavioural gains and also could serve as a springboard for gains in other areas" (p. 585).

Sharp and Reilley (1975) further confirmed that personality traits could be changed as a result of physical activity involvement. Although they did not mention self-concept per se, these researchers found that changes in aerobic physical fitness of college males were related to score changes on selected scales of the Minnesota Multiphasic Personality Inventory.

Results of research have repeatedly found a significant relationship between academic achievement and student activity involvement (McCray, 1967; Milliren, 1974; Smith, 1964). Yarworth and Gauthier (1978) suggested some or all of this relationship was due, not to a direct causal association between the two, but to a third variable both consequent upon participation and antecedent to achievement in academics. This variable, they hypothesized, was self-concept. Among their findings were significant positive correlations between academic achievement and activity participation, between total positive self-concept score (as measured by the Tennessee Self Concept Scale -- TSCS) and total activity participation, and between the Identity subscale of the TSCS and both athletic and non-athletic activity scores. These results served to further substantiate claims that self-concept was related to both

academic achievement and participation and, further, that it was non-athletic as well as athletic activities that were related to self-concept.

Summary. Although some conflicting results have been reported (Phillips, 1967; Yarworth & Gauthier, 1978), there appeared to be grounds to expect a positive correlation between student activities and self-concept. Also, further research was recommended in this area (Smith, 1964; Phillips, 1967).

The studies of Collingwood (1972), Collingwood and Willett (1971), and Sharp and Reilley (1975) clearly suggested, in contrast to Gall (1976), that becoming involved in activities could result in personality changes, especially in the area of self-concept. That is, if there was a cause-effect relationship between the factors in question, activity involvement would appear to be the causal factor.

The results of research cited pointed to a need for a single study combining school with non-school (Gall, 1976; Smith, 1964) and athletic with non-athletic activities (Yarworth & Gauthier, 1978), using the degree of participation as its criterion variable (Weston & Stein, 1977), and dealing with high school rather than college students (Weston & Stein, 1977).

#### Purpose in Life and Student Activity Involvement

The existential psychiatrist Viktor Frankl proposed that man's basic striving was to find a purpose or meaning

in life. "For deep down", he wrote "in my opinion, man is . . . dominated . . . by the deepseated, innate striving and struggling for a higher ultimate meaning to his existence" (Frankl, 1958, p. 30). This search for meaning he called "the most human of human motivations" (Frankl, 1975, p. 104). The absence of such meaning resulted in an existential vacuum, primarily manifested as boredom and apathy (Frankl, 1969).

Crumbaugh (1973), in a work outlining specific treatment for those experiencing a lack of purpose in life, appeared not to hesitate to prescribe activities. His advice to one client illustrated this belief in the therapeutic value of experience: "The idea is to expose yourself to as broad a variety of human experience as possible . . . . Only in this way will you find what is there for you" (p. 155).

Frankl (1946/1972, 1969) suggested man has access to three types of values (viz. creative, experimental, and attitudinal values) and that meaning comes through the realization of these values. In speaking of experiential values, Crumbaugh (1973) stated:

These values, we have said, are those that come from knowing the world about us, from enjoying the sensations which it affords, and from putting these things together into a more meaningful picture of the world. (p. 164)

Activities listed to top these values included camping, travel, religious service attendance, and involvement in the worlds of art and science.

Creative values, according to Crumbaugh (1973), may be realized through a task to complete: "Our greatest source

of creative expression", he wrote, "is found in a job that is worthwhile" (p. 158). Frankl (1967) himself, wrote, "Only in the degree to which a man accomplishes certain specific tasks in the surrounding world will he fulfill himself" (p. 127).

Fabry (1969), in an American interpretation of Frankl's work, also asserted the importance of having a task:

Dr. Harvey Cushing, at the age of eighty-two, told a friend, "The only way to endure life is always to have a task to complete." The validity of this "prescription" has been attested to by American Army and Navy psychiatrists, even in extreme situations such as in North Korean and Japanese prisoner-of-war camps and German death camps. (p. 130)

Though neither Frankl, Crumbaugh, nor Fabry make any specific mention of student activities, each stresses involvement and activities as important steps along the road to personal meaning.

Very few studies have investigated the relationship between purpose in life and involvement in activities. Doerries (1970), one of the few researchers in this area, reasoned that persons experiencing existential frustration would tend to withdraw from social interaction and hypothesized, therefore, that Purpose in Life scores would be positively related to participation in formal organizations. This hypothesis was accepted as a result of his research.

Doerries did not allow for differing degrees of activity involvement in constructing an activity checklist and acknowledged this may have lessened the significance of

his results. He pointed out that a person with a high degree of purpose in life may belong to a single organization but be fully committed to it. His checklist did, however, allow for community-sponsored activities as well as those offered by the educational institution.

Yarnell (1971), although not directly investigating purpose in life as related to activity involvement, did determine that American Air Force servicemen who scored high on the Purpose in Life Test indicated significant preference for being active in groups.

Although research into purpose in life and student activities was virtually nonexistent, the studies cited suggested strongly that a relationship might exist between the two.

Summary. Through the writings of Frankl, (1946/1972, 1958, 1967, 1969, 1975) their interpretations by Fabry (1969), their application by Crumbaugh (1973), and their empirical investigation by Doerries (1970) and Yarnell (1971), indications were strongly in favour of a relationship between activity involvement and purpose in life.

However, no clear distinction was seen between organized or unorganized activities in the writings of Frankl. The experiential values discussed by him may be realized through having a task to complete. Whether this task be an organized one or not would be of no concern, as long as the individual was committed to it.

### Self-Concept and Purpose in Life

The literature abounded with the results of research on the self-concept and school performance. Bodwin (1957) and Lumpkin (1959) found a positive correlation between low self-concept and reading disability. Bodwin (1957) and more recently, Stuart (1978), found self-concept and mathematics achievement to be similarly related. Bruck (1957) reported a positive, significant relationship between self-concept and grade point average, and Farls (1967), controlling for intelligence, determined a group of high achievers had higher self-concepts than a group of low achievers.

There was little indication, however, of any investigations into the relationship between the way a person saw himself and his view towards life, in general. Some writers have touched on the issue but have not pursued it. Combs and Snygg (1959), for example, stated: "The self is the individual's basic frame of reference, the central core, around which the remainder of the perceptual field is organized" (p. 146). Purkey (1970) wrote: "Things are significant or insignificant, important or unimportant, attractive or unattractive, valuable or worthless, in terms of their relationship of oneself" (p. 10). Falter (1974) also addressed the issue:

The fact that self-concept helps individuals give meaning to the past, the present and the future means that the self-concept influences their total experiences. The self-concept helps them make sense out of what is going on

Is there a significant difference in mean PIL scores for the four activity groups?

3. Does a significant correlation exist between CSCI and PIL scores?

All F- and t-tests were tested for significance at the .05 level.

#### Organization of the Remainder of the Study

In Chapter IV the three research questions are restated and answered, in turn, by the findings of the study. Chapter V contains the summary, interpretations, and recommendations for further studies.



## CHAPTER IV

### FINDINGS OF THE STUDY

The purpose of this study was to determine the relationship of self-concept and purpose in life to involvement in student activities and of self-concept to purpose in life among the sample. The data comprised the responses of 139 students to both the Piers-Harris Children's Self Concept Scale (CSCS) and Activity Index, of 158 students to both the Purpose in Life Test (PIL) and Activity Index, and of 148 students to both the CSCS and PIL.

The results of the analysis of the data are presented following the restatement of each research question as presented in Chapter I and each question is answered by the analysis.

#### Research Question 1

Is there a significant difference in mean CSCS scores for students divided into four activity groups on the basis of their involvement in student activities?

The results of the analysis of variance of CSCS scores for the four activity groups are reported in Table 1.

The results of the analysis of variance of the mean CSCS scores of the four activity groups were not significant beyond the .05 level; therefore, there was no significant difference between the four activity group mean CSCS scores.

TABLE 3  
 PEARSON PRODUCT-MOMENT CORRELATION  
 COEFFICIENTS FOR CSCS AND PIL SCORES

Group	Number of Students	Pearson r
Males	76	.475 **
Females	72	.621 **
Grade 9	59	.612 **
Grade 10	61	.436 **
Grade 11	28	.635 **
Total	148	.552 **

\* Significant beyond the .05 level of probability.

\*\* Significant beyond the .01 level of probability.

#### Summary

Chapter IV comprised an analysis of the data collected in the study. The data consisted of 139 student responses to the Piers-Harris Children's Self Concept Scale (CSCS) divided into four groups depending on the degree of involvement in student activities, 158 responses to the Purpose in Life Test (PIL) again divided into four activity groups, and 148 responses to both the CSCS and PIL.

## CHAPTER V

### SUMMARY, INTERPRETATIONS AND RECOMMENDATIONS

This chapter contains a summary of the complete study. The problem is restated and is followed by a summary of the procedure, an overview of the method of analysis of the data, and a restatement of the research questions and specific findings. Interpretations and implications of the study findings as well as recommendations for further research are also covered.

#### Restatement of the Problem

Two problems were noted: little attention was being paid to the student activity programs in Newfoundland secondary schools despite considerable revision of the high school program; and there was a paucity of research in the area of purpose in life.

The purpose of this investigation was to determine the relationship of self-concept and purpose in life to involvement in student activities and of self-concept to purpose in life for Newfoundland secondary school students.

Students were divided into four groups according to the degree of involvement in extracurricular activities and both self-concept and purpose in life means were compared for the four groups. Also, self-concept and purpose in life scores were analyzed to determine if a correlation existed between the two.

### Summary of the Procedures

The grade nine, ten, and eleven classes of two rural high schools under the Terra Nova Integrated School Board in central Newfoundland were selected as the population. Testing was carried out during the first two weeks of June, 1980. Not all of the 207 students in the population completed all three inventories due to absentees and spoiled test results, but a total of 158 students completed both the Purpose in Life Test (PIL) and Activity Index, while 139 students completed both the Piers-Harris Children's Self Concept Scale (CSCS) and the Activity Index. For the PIL-CSCS correlation, 148 students completed both inventories.

### Method of Analysis

All three inventories were scored by hand. Data was analyzed by computer using the program "Statistical Package for the Social Sciences".

In determining the relationship of self-concept and purpose in life to activity involvement F-tests were conducted, while the student's t-test was used to determine the relationship of self-concept to purpose in life. All F- and t-tests were tested for significance at the .05 level.

### Research Questions and Specific Findings

Three research questions were examined in the study. Each question is restated and findings are reported.

Research Question 1. Is there a significant difference in mean CSCS scores for students divided into four activity groups on the basis of their involvement in student activities?

The results of the analysis of variance revealed no significant difference when an F-test was conducted on the CSCS scores for the four activity groups.

Research Question 2. Is there a significant difference in mean PIL scores for the four activity groups?

Using an F-test, no significant difference was determined when mean PIL scores were compared for the four activity groups.

Research Question 3. Does a significant correlation exist between CSCS and PIL scores?

Pearson product-moment correlation coefficients were calculated for each sex, each grade, and the total sample. All were found to be significant beyond the .01 level.

#### Interpretations and Implications of Study Findings

The findings of this study are first viewed in terms of previous research and then in terms of implications for further research.

Interpretations in terms of previous research. Self-concept test scores were found not to be related to activity involvement. This was supported by certain of the studies reported in the review of relevant literature. Phillips (1967)

found no relationship between activity involvement and self-concept for his total group or for girls and Gall (1976) was unable to demonstrate that an eight-week sports program had a significant effect on self-concept. This was in contradiction to the findings of Collingwood (1972), Collingwood and Willett (1971), and Yarworth and Gauthier (1978) who all found self-concept and activity involvement to be related.

Purpose in life was found not to be related to activity involvement. No previous studies reported, supported this finding but several contradicted it, notably those of Doerries (1970) and Yarnell (1971).

Self-concept and purpose in life were found to be positively correlated. This was consistent with all of the relevant literature reviewed.

Implications for further research. In studies investigating the relationship of both self-concept and purpose in life to student activity involvement, there have been a great number of varying factors. The study samples have ranged from high school students to college students to adults and have been selected from many geographic locations throughout North America. Furthermore, the assessment tools have been almost as numerous as the number of studies conducted. The influence of these and other similar factors on results should be further delineated.

The Activity Index has been demonstrated to be a reliable instrument but the question of its validity remains largely unanswered. The Index may, for example, incorrectly assume that the recall procedure necessary is uncorrelated with both self-concept and purpose in life. If this be the case, it would account for the findings of the study. Further research should be conducted to determine its validity.

Student activities, as defined, were organized activities. Such a definition may have been too limiting as the literature made no clear distinction between organized and unorganized activities. Thus, students who scored low on activity involvement may have been heavily involved in individual hobbies and pursuits that were not allowed for by the Activity Index.

#### Recommendations for Further Research

The following recommendations are made for further research:

1. This study should be repeated in other areas of Newfoundland and Labrador in order to increase the generalizability of the results.
2. Research should be conducted to determine the effect of sex, geographic location, and age on the relationship of self-concept and purpose in life to activity involvement.
3. A study should be conducted to assess the validity of the Activity Index.

4. Since one personality factor, self-concept, has been demonstrated to correlate significantly with purpose in life, research should be conducted to determine other personality factors that may be related to purpose in life.
5. A study should be conducted to determine if there is a cause and effect relationship between self-concept and purpose in life.
6. This study should be repeated using a broader definition of student activities, one that would consider both organized and unorganized activities.



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## APPENDIX

## ACTIVITY INDEX

Many students are involved regularly in organized activities both in and out of school but which are not regular school subjects. Some of these activities may be Student Council, School Newspaper, Photography Club, Volleyball, Basketball, and Boy Scouts or Girl Guides -- but there are many more.

1. Please list in column 1 all the activities in which you are involved or have been involved since September 1, 1979.
2. In the second column write the number of weeks since September 1, 1979 you were actively involved in each activity. Count only those weeks during which you actually participated -- if you skipped a week, do not count it.
3. In the third column, please give the amount of time you spend or spent per week while you were involved in each activity.



